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ABSTRACT

The 1980-1981 performance report is presented for the Transitional Resource Addressing Children's Early Education (TRACE) Project, West Chicago, Illinois, which provides developmental preschool and transitional primary-level classes for 3-8 year olds. Screening of 130 preschool children (2 years 10 months through 4 years old) was undertaken to identify special needs relating to speech and language, hearing, vision, motor skills, behavior, and cognition. The Comprehensive Identification Program was used, along with a locally developed, comparable program for the Spanish-speaking children, who represented about 20% of the sample. Nineteen children were enrolled in the TRACE Preschool program, and 11 students were enrolled in the Transitional Kindergarten program. Sixteen preschoolers and five kindergarten children received speech therapy. Monthly parent meetings addressed a variety of topics including children's memory, nutrition, and the family life cycle. Evaluation efforts included administration of the Brigance Inventories to assess children's progress. Inservice training was provided for TRACE staff and personnel from other agencies, and program demonstration and dissemination activities were undertaken. For 1981-1982 year, the Itinerant Primary program was deleted. (SEW)

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TRANSITIONAL RESOURCE ADDRESSING CHILDREN'S EARLY EDUCATION

Program Performance Report
September 1, 1981

West Chicago Elementary School
District #33
312 E. Forest Avenue
West Chicago, IL 60185

Handicapped Children's Early Education Program

Grant Number: G007800055
Project Number: 444AH80060
CFDA: 13.444A

EC151064

Financial Status Report

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1091

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, GEPA 74-7).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
September 15, 1981	G007800055
3. Period of Report: From:	**To:**
July 1, 1980	June 30, 1981

4. Grantee Name and Descriptive Name of Project:

West Chicago Elementary District #33
Project T.R.A.C.E. (Transitional Resource Addressing Children's Early Education)

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
[redacted]n Fay-Wilcox - Principal Investigator Barbara D. Waller - Project Director	Susan Fay-Wilcox

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's [redacted]Services
(2) Parent/Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

[redacted]ams 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs: e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, maga-

sheet, journals, etc.; papers prepared for professional meetings; textual and training materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved objectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative interagency efforts, a decision by volunteers) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA — Demonstration/Service Activities Data

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded		--	--			
2. Educable Mentally Retarded		6	1			
3. Specific Learning Disabilities		2	8			
4. Deaf-Blind		--	--			
5. Deaf/Hard of Hearing		--	--			
6. Visually Handicapped		--	--			
7. Seriously Emotionally Disturbed		5	6			
8. Speech Impaired		14	2			
9. Other Health Impaired		1	--			
10. Orthopedically Impaired		--	2			
11. Total		28	19			
12. Multihandicapped		2	3			

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IIIA
Placement of Children Participating in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT *(i.e., in regular programs with children who are NOT handicapped)*	Nursery schools		1	
	Day-care programs			
	Head Start			
	Pre-kindergarten			
	Kindergarten			
	Primary grades	First	8	
		Second	8	
		Other (Third)	9	
SPECIAL EDUCATION PLACEMENT *(i.e., in class only for handicapped children but situated in regular private or public school)*	Pre-kindergarten		3	
	Kindergarten		1	
	Primary grades	First	1	
		Second	1	
		Other (Third)	1	
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program in coming year			
	Other *(specify)*			

Table IIIB

	NUMBER		PERCENT
Cumulative number of children entered into Integrated placement *(if known)* prior to this report period	10	Estimated retention rate of cumulative number in integrated placement	75%

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalent)
Professional Personnel (excluding teachers)		- Half-time Coordinator - Half-time Facilitator
Teachers	3	
Paraprofessional	3	

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	130
Diagnostic and Evaluative	11
Found to Need Special Help	8
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood					
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities	20				
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed	25				
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL		7			

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Part II

Accomplishment Reporting

A.

Program Overview

This program performance report will focus on Project TRACE progress from September 1980 through June 1981, the third year of demonstration funding. Program development information prior to September 1980 is available in previous reports.

As with every year since its initiation, Project TRACE has endured another staff change. The Transistional Kindergarten teacher was replaced mid-year due to a maternity leave. The transition was smooth due to specific procedures and materials utilized in the classroom. This year saw the addition of a half-time administrator who proved to be an appreciable asset to the program.

The major event for Project TRACE this year was the continuation funding that was pledged in April by the Board of Education for the Preschool and Transitional Kindergarten components. Based on the strong likelihood that his would happen, application was made in February for Outreach funding. It was since confirmed, however, that Project TRACE has not been approved for Outreach funds.

For the first year a consistent continuous monitor of children's progress has been employed to measure individual growth.

Dissemination activities have been a major focus of Project efforts this year. Response has been positive and interest more wide-spread than anticipated.

Child Find

Annual preschool screening was held during the week of of March 23 - 26th. Children ages 2 years 10 months through 4 years old were screened to identify special needs in the areas of speech and language, hearing, vision, motor, behavioral and cognition.

The Comprehensive Identification Program (CIP) was used with English speaking children. A locally developed, comparable program was used for the Spanish speaking children. The Parent Interview portion of the CIP was translated to attain information from parents. Approximately 20% of children screened were predominantly Spanish speaking.

A total of 130 children were screened. Of the children screened, 36 were referred for vision rescreening, 21 for hearing rescreening, 17 for speech and language evaluations. Four children were referred for Case Study Evaluations and possible preschool placement.

Additional sources of referrals throughout the year were: a parent, Easter Seal Society (speech and language division), a local speech therapist, and Head Start. The County Public Health Office made three referrals and one child was referred through the district Bilingual Preschool Program.

Referrals were considered from classroom teachers for the Kindergarten and primary grade students.

(1) *Direct and Supplementary Services*

TRACE Preschool enrollment reached nineteen including one student who met the program's exit criteria and was dismissed in March. Four students new to the program this year are Spanish speaking. Therefore, a part-time interpreter was added to the TRACE staff to assist the TRACE preschool teacher.

In addition to sixteen TRACE preschool students receiving speech therapy, four other children identified by Child Find were served by the TRACE speech clinician through itinerant services.

Eleven students were enrolled in the Transitional Kindergarten program and ten students completed the 1980-81 school year with one student enrolled only a part of the school term. One placement change was made to a self-contained primary behavior disorder program. Five of the TRACE Kindergarten students received speech therapy. Eight students will be placed in the district's regular first grade program for school year 1981-82. One student will be retained in TRACE Kindergarten and another will be placed in a developmental primary class (a cross-categorical program).

A staff change was made mid-year due to a maternity-child care leave taken by the TRACE Kindergarten teacher. A smooth transition was facilitated by allowing the teacher leaving and the newly hired teacher a week to work together in the classroom.

The Primary Itinerant teacher instructed fifteen students

for the entire 80-81 school year. Five students received instruction for a part of the year. During the year, one placement change was made to a self-contained learning disability class.

Next year, the TRACE Primary Program will be discontinued. The district is currently investigating the possibility of converting it's L.D. Resource programs to cross-categorical classification. This would make it possible to accomodate those children whom Project TRACE has served.

For the 1981-82 school year, eight Primary Itinerant students will receive added instruction from an L.D. resource teacher. Two students will be placed in self-contained classes for the behavior disordered. One student will continue to benefit from the services of a social worker. Seven students will receive no additional services.

Project students continued to receive instruction in each area designated as a goal in their Individualized Education Program (IEP).

In addition to services being implemented by project staff, a variety of supplementary services were supplied. Five students received occupational/physical therapy and one student received social worker services.

(2) *Parent and Family Participation*

TRACE sponsored programs for parents including a monthly meeting that featured a variety of speakers, a series of sessions based on the viewing of Footsteps videotapes and a workshop to assist parents with behavior management.

The first monthly parent meeting was held in October. A professor of psychology from a local college discussed children's memory. She talked about realistic expectations of children at various stages of development and means to help children improve their memory.

The December meeting concerned nutrition. An instructor from the Child Care and Development Department of the community college stressed that most early eating patterns become life long habits. Time was also given to discussing the effects of nutrition upon behavior.

The Family Life Cycle was the topic for the January meeting. Stress and coping with stages in the family cycle (i.e. birth of children, dealing with adolescents, marriage crises, and death of family members) were discussed.

After cancelling the February meeting due to the largest snowfall of the season, our March speaker addressed the topic of children's self-concept and the importance of self-esteem to success in school.

The final monthly meeting held in May assisted parents in determining the readiness of their children for new experiences and tasks.

A series of four discussions centered upon the early childhood years was offered to parents. One program from the Footsteps series was shown each week. The topics covered in the series were: Parenting Styles, Loving Your Child, Discipline, and Listening to Children. Following the viewing of the videotape, a guided discussion was held with the TRACE facilitator acting as group leader.

The District #33 School Psychologist and a School Psychologist from the Special Education Cooperative, led a series of four meetings on child management using the "ABC's For Parents". The "ABC's For Parents" is an educational workshop designed to teach parents the basic principles and methods of behavior modification with children. This workshop was designed to give parents the knowledge and skills necessary for changing their own behavior and their children's. Topics included analyzing, observing, and recording behavior as well as designing an individual program tailored for their child's needs.

Feedback from the participants of all these activities was obtained formally through a questionnaire completed immediately following each group. Informally, comments were solicited through staff members. The large majority of participants were appreciative of the program offerings - which were based on their responses to a needs assessment. Most also felt that they learned new ideas which they would be able to implement in their family setting.

(3) *Assessment of Children's Progress*

Once again, technical assistance was provided by WESTAR in an attempt to formulate an effective evaluation design for children's progress.

At the end of the first year such an involved pre-post measurement system was compiled, that we found ourselves completing the pre-test portion half way through the second year.

This year we have attempted to use the Brigance Inventories, our continuous progress monitor as a measurement of children's progress.

The Brigance Inventories consist in two parts. The first, for children aged birth to seven years is the Inventory of Early Development. The Irventory of Basic Skills spans from Kindergarten to sixth grade levels. The Inventories consist of eleven and fourteen categories, respectively.

The Inventory of Early Development covers such skill areas as motor skills, speech-related skills, general knowledge and comprehension, written language and math. Each skill area is arranged in a developmental and sequential hierarchy. This Inventory was employed in the Preschool and Kindergarten settings as an instructional management system.

The Inventory of Basic Skills was employed with the TRACE Itinerant Primary students for the same purpose.

To measure group progress, the Inventories were administered three times a year at four month intervals, September, January, and May. Rather than simply recording a newly

mastered skill, which continuous monitoring would require, children were presented tasks until a ceiling level (indicated individually within sections) was reached.

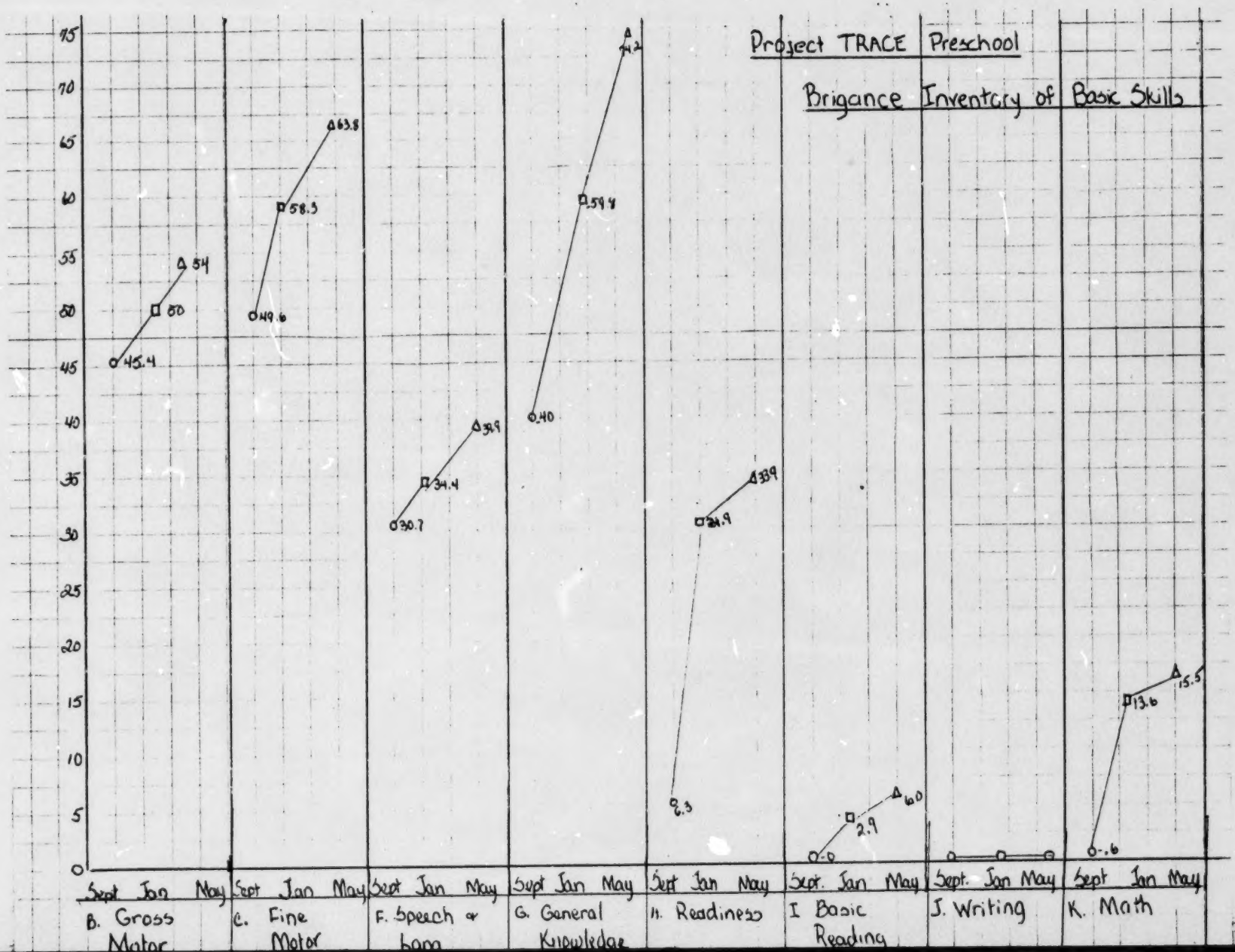
The children were measured in all applicable areas whether or not an IEP goal was developed for them in that area. The average number of skills gained has been computed for each group of children: Preschool, Kindergarten, and Primary.

There was considerable scatter in the scores throughout the Inventories in each group. The largest gains were made in areas which had the greatest breakdown in skills.

The most consistent group gains were made by the Kindergarten students. This group had the closest age span, was the only one to spend the whole day together and was the smallest in number.

The preschool sample consisted of fourteen youngsters aged 3 and 4 years.

Although the preschool program is considerably language-oriented only moderate gains (9.2%) were made in that area as measured by the Brigance. This could be attributable to the fact that all but 2 of the 14 students were deficiet in speech and language skills. However, out of a total of 89 specific objectives, 72 were achieved - 80%. The greatest gains for this group were in the areas of General Knowledge and preschool readiness (34.2% and 27.6% respectively). I believe this is suggestive of the experiential nature of the preschool program. Basic Reading (+6%) and writing (no significant gains)


Project TRACE Preschool
Brigance Inventory of Basic Skills
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30.7
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59.4
74.2
8.3
31.9
33.9
0.0
2.9
6.0
0.6
13.6
15.5
Sept Jan May
B. Gross Motor
C. Fine Motor
F. Speech or Lang
G. General Knowledge
H. Readiness
I Basic Reading
J. Writing
K. Math

(3) Assessment of Children's Progress (Cont'd)

skills showed the least improvement because these were the skills that were introduced to only a small number of students. Other areas of growth were: gross motor (+8.6%) - perhaps suppressed due to lack of gym facilities; fine motor (+14.2%), and pre-math (+14.9%).

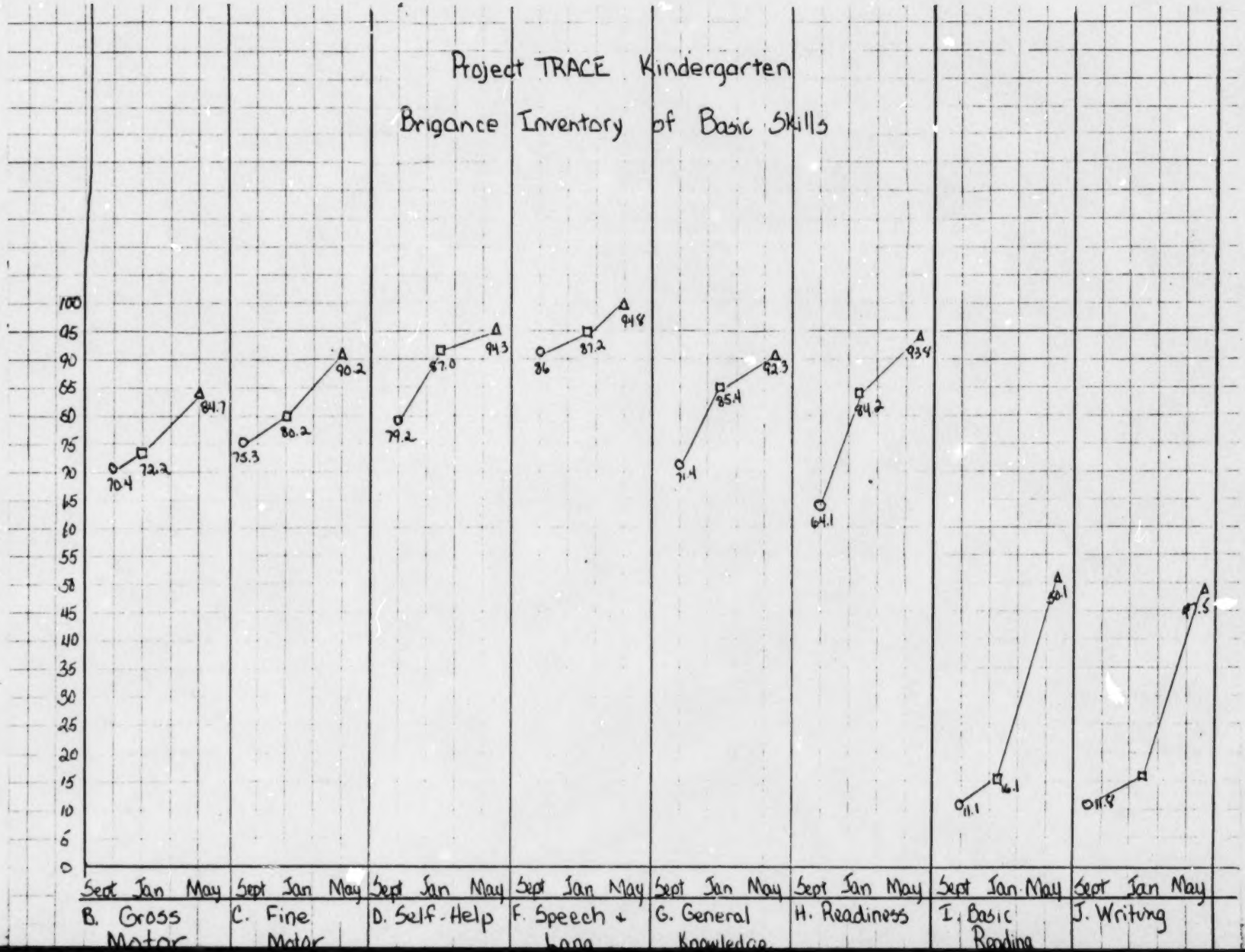
The figures for the Kindergarten were obtained from 9 students who were in the program for a full year. As mentioned, the Kindergarten group was the most homogenious in relation to chronological age and classroom experience. Again, speech and language is the area with the most minimal gains. However, the group began with 86% of the tasks outlined in that skill area attained and had accomplished a satisfactory 94.8% by the end of the school year.

The greatest gains were accomplished in the areas which the group was most deficient in at the beginning of the school year - Basic Reading (+39%), Math (+35.7%) and Writing (35.7%). It should be noted that the children were introduced to the skills that this area measures slowly throughout the year (letter sounds, configuration, and number recognition). In all areas the children began the year with scores ranging from 64.1% - Readiness, to 79.2% - Self-Help and completed the year with scores in the 90 percentile range. The exception to this is gross motor. Again, it should be noted the Physical Education is not a requirement for Kindergarten students.

The greatest diversity of gains was evidenced in the TRACE Primary Transitional group. The age span for these 15

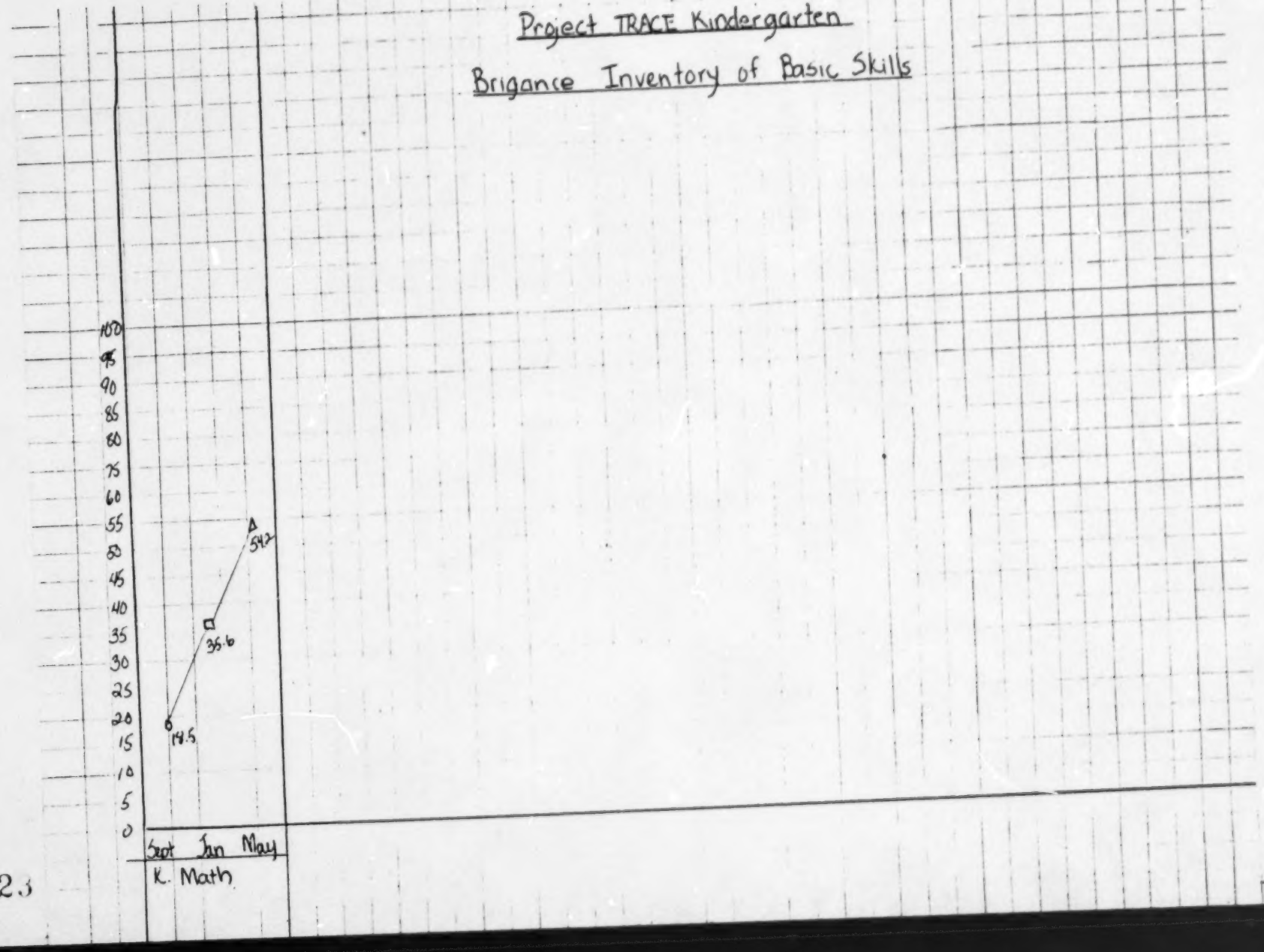
Project TRACE Kindergarten

Brigance Inventory of Basic Skills



Project TRACE Kindergarten

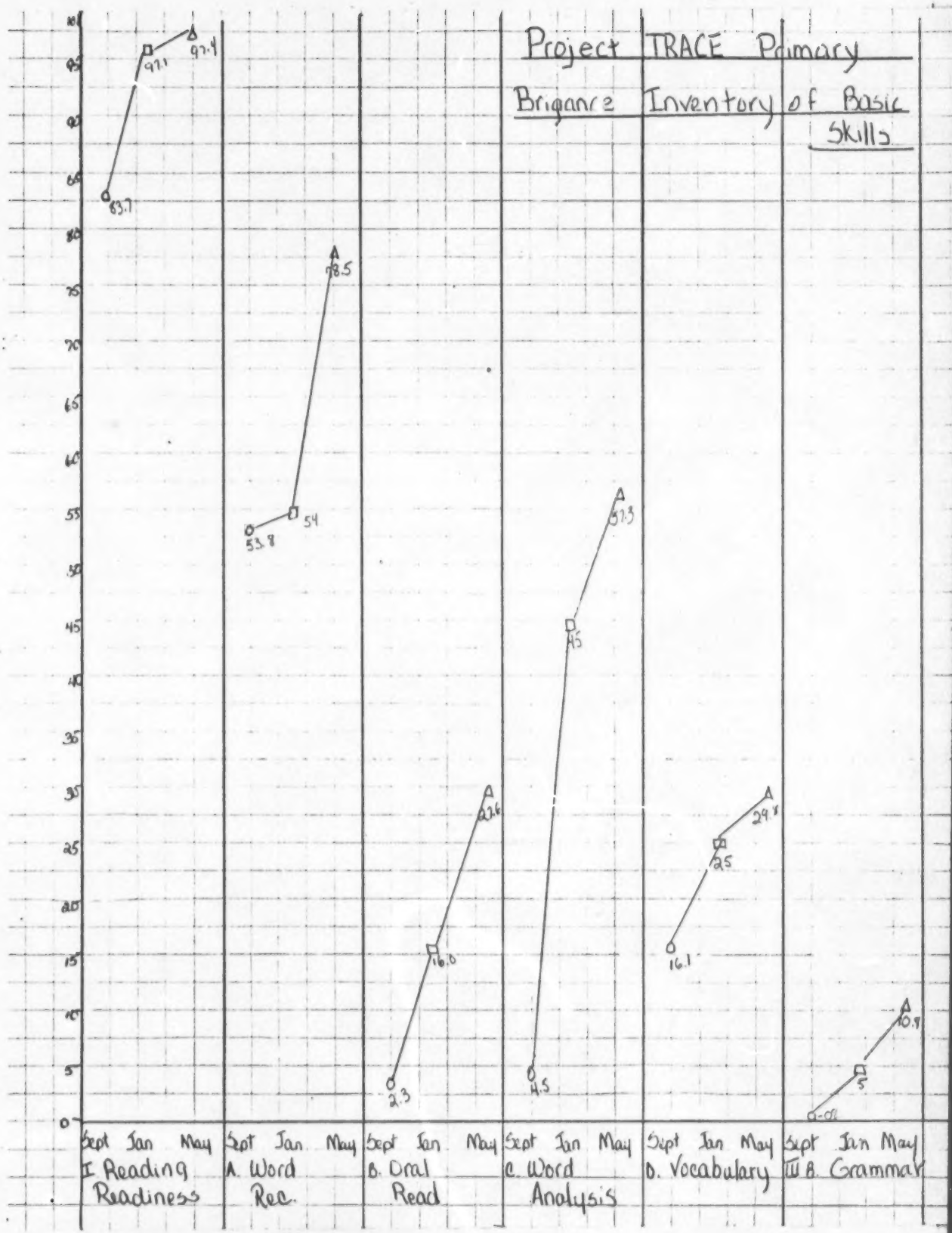
Brigance Inventory of Basic Skills



students is no greater than in the preschool group. There is however, a grade differential which appears to account for a small percentage of differences.

The entry level scores range from 0% (Grammar and Reference Skills) to 83.7% (Reading Readiness). Percentage of skills mastered range from 1.5% (time measurement) to 52.8% (Reading - Word Analysis). It is the wide-age span (from Kingergarten to 6th grade) that this instrument was designed to serve and the classroom emphasis on each of these skills areas that would most likely account for this scatter.

The Primary students began and ended the year with the highest scores in the areas which overlapped with Kindergarten skills - Reading Readiness (83.7% - 97.4%) and Word Recognition (53.8% - 78.5%) and Numbers (37.9% - 60.5%). The smallest gains were made in the areas with the lowest entry scores - Reference skills (0% - 4.6%) and Time (11.0% - 12.5%). Only half of the students had these skills introduced to them in class. It is encouraging to see the greatest gain in the area of word analysis (52.8%). This was considered a deficit area for all but two of the 15 representative students and showed one of the lowest composite entry scores (4.5%). It is believed that the individualized attention given the children is this particular area is responsible for these great gains.


Project TRACE Primary
Brigance Inventory of Basic Skills
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27.6
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57.3
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29.8
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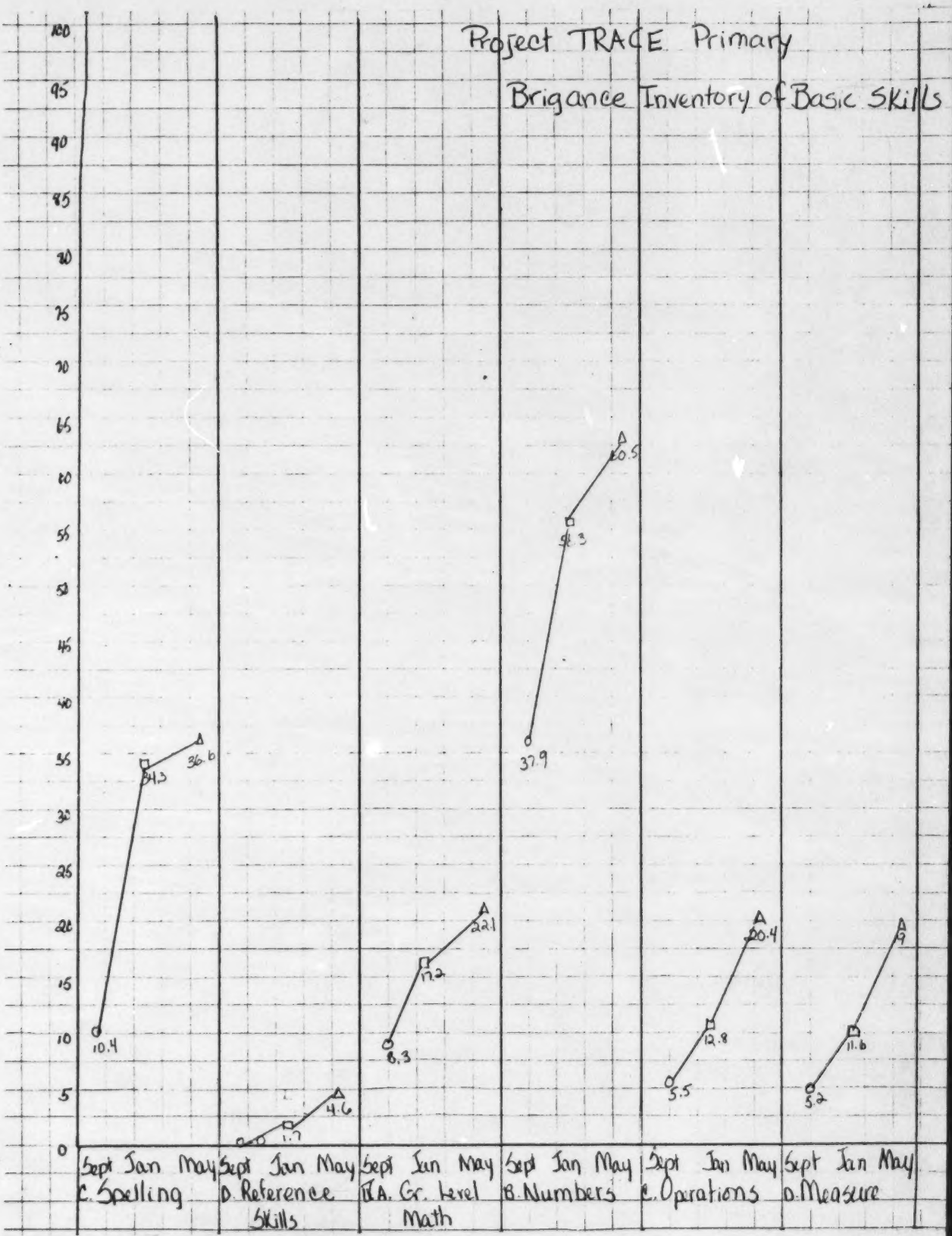
10.9
Sept Jan May
I Reading Readiness
Sept Jan May
A. Word Rec.
Sept Jan May
B. Oral Read
Sept Jan May
C. Word Analysis
Sept Jan May
D. Vocabulary
Sept Jan May
III B. Grammar


Project TRACE Primary
Brigance Inventory of Basic Skills
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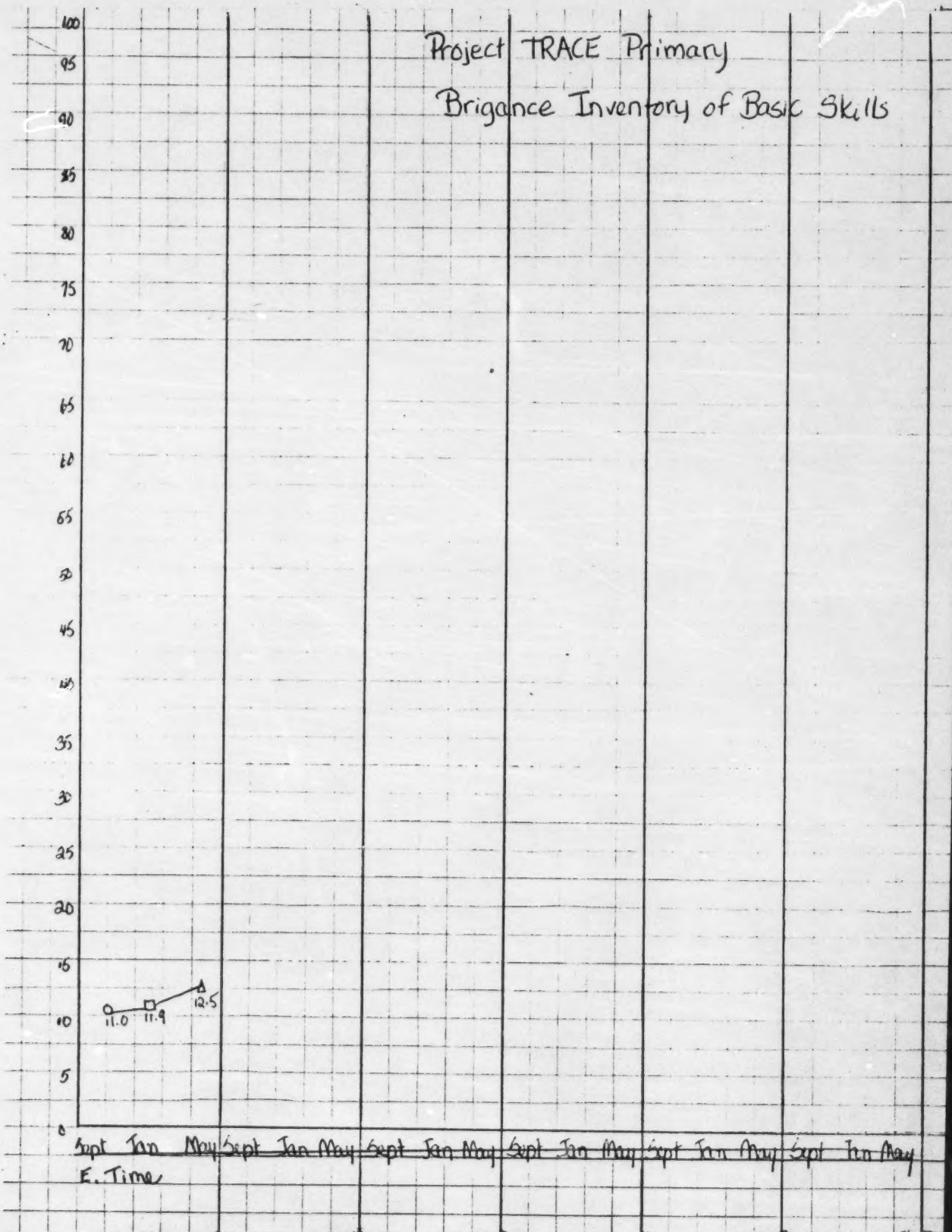
5.5
12.8
20.4
5.2
11.6
19
Sept Jan May
C. Spelling
Sept Jan May
D. Reference Skills
Sept Jan May
A. Gr. Level Math
Sept Jan May
B. Numbers
Sept Jan May
C. Operations
Sept Jan May
D. Measure

Project TRACE Primary

Brigance Inventory of Basic Skills



(3) Assessment of Children's Progress (Cont'd)

Project TRACE had been created and operated on the premise that mild to moderately handicapped youngsters who are gradually weaned from special education services will have a greater opportunity for success in the mainstream of public education than those who succeed in special education and then are returned to or enrolled in regular education without support. The process that Project TRACE had developed was one that could conceivably continue for six years (two years preschool, one Kindergarten, and three primary). The most significant effects of Project TRACE should be measured in the years following the completion of the full transition from preschool, self-contained special education through the itinerant support offered in the primary grades.

It is not sufficient to point to the large majority of youngsters leaving the Primary Transitional Component (see services to students) to the mainstream without special education assistance. The real measure of success would be in the years to come when their degree of success in the mainstream could be determined.

Only 6% of the 74 students served over the past three years were not able to continue with the gradual progression out of special education placement. However, none of the students who have progressed through all three major components have been observed on their own - the first children to complete all three steps have just been dismissed in June, 1981.

Since 1974, District 33 has operated a non-categorical

preschool for mild to moderately handicapped three and four year olds. This preschool was absorbed into Project TRACE in 1978 with only minor changes made in the format. The personnel, curriculum, entry, and exit criteria and location remained the same. The major change was the introduction of the intermediate steps beyond preschool.

We have been able to locate seven of the twelve graduates of the 1975-76 preschool class. Although we could not obtain any consistent test information on these students some comments can be offered about their placements.

One child is receiving no special education assistance. Three children are in self-contained special education settings (50% or more of their school day) with one in EMH, one in Behavior Disorder and one in Learning Disabilities placement. One child is placed for 50% of his day in a private school for L.D. and 50% in the public school. The other two children are in L.D. Resource programs (less that 50% of their day in special education). Despite these statistics, all of these children had succeeded sufficiently in the preschool program to be enrolled exclusively in the regular Kindergarten program.

(4) *Inservice Training for Project Staff*

In order to more effectively identify individual areas of need, the Staff Development Checklist (See Summer 1980 Progress Report) was refined. It was administered to all teaching staff in October.

The SDC allowed staff to indicate the level of competence they felt was required for specific skills needed in their position. Next the individual recorded to what degree they had achieved the necessary competence in each area. Together with the project coordinator each decided where to focus priorities for growth in the coming year.

The results of the SDC gave direction to staff training for the remainder of the Project. Since the needs of the staff were so diverse, it was decided that these needs must be met on an individual basis. As a result, each staff member was encouraged to attend a conference or workshop that addressed their specific need, participate in coursework or do independent readings.

The Project TRACE Preschool teacher attended a seminar sponsored by the DuPage Regional Unit of the Chicago Association for the Education of Young Children. Sessions attended included: Identification of High-Risk Preschoolers via Self-Concept Assessment and Ideas to Use in the Classroom.

Both the TRACE Kindergarten teacher and the TRACE Primary Itinerant teachers attended the Illinois Council for Exceptional Children's Conference held in Chicago last November. Each teacher attended sessions specific to their needs. In addition, the

(4) *Inservice Training for Project Staff* - *Cont'd*

Director and Primary Itinerant Teacher attended the National Council for Exceptional Children Conference.

The Preschool Speech Therapist attended two specific conferences sponsored by the American Speech and Hearing Assocication (ASHA) in the area.

The TRACE staff meets on alternate Wednesday afternoons to provide feedback on the progress of the program and to receive inservice training. This time has been used to provide direction in the use of the Brigance Inventory of Basic Skills, and other evaluation techniques employed by the project.

A workshop sponsored by the Orton Society assisted teachers with the implementation of an individualized reading program.

(5) *Training for Personnel from Other Programs or Agencies*

In order to maximize the Project TRACE effort to mainstream mild to moderately handicapped youngsters, it is imperative that the cooperation of the regular classroom teachers in the district be elicited and their skills in individualizing in the classroom be heightened.

For these reasons, Project TRACE again developed workshops for the district classroom teachers.

Classroom management/assertive discipline was a priority need for teachers with mainstream handicapped children in their class. A course on the effective use of these programs was offered.

The Orton Gillingham Reading Workshop was open to all district teachers as well as Project Staff.

(6) *Demonstration and Dissemination Activities*

Formal presentation of the Project TRACE model was given at the Lake Park Conference; a regional conference for elementary and secondary teachers and administrators. Informal dissemination took place at the National Association for Education of Young Children through Project Share. Further informal sharing of the model took place at the National Council for Exception Children which was attended by two Project TRACE staff members.

Project TRACE was selected by the ISBE, and the National Dissemination Network, along with nationally recognized programs to offer an overview of the model at a state-wide inservice for daycare and early childhood professionals. These workshops generated considerable interest - particularly in the TRACE Itinerant Kindergarten component.

The Council of Administration of Special Education, CEC, will be highlighting Project TRACE in the June issue of their Midwestern Publication as an exemplary program that can be replicated in a public school setting.

In December of 1980, TRACE received technical assistance from WESTAR to develop an initial plan for dissemination activities. It was the consensus of the staff that the Transitional Kindergarten program would be the focus of dissemination for two reasons: 1) while other elements of the program would be continued through funding sources this element needed the commitment of the local school district to continue and 2) that this was the most unique element of the model.

(6) *Demonstration and Dissemination Activities* - *Cont'd*

The target audience that received the information disseminated included District #33 Board of Education, all of the Joint Agreement Agencies in the State of Illinois, other HCEEP programs that may benefit from a Transitional Kindergarten component and other selected early childhood agencies.

The Project Facilitator attended the WESTAR Demonstration - Dissemination workshop in February. Dissemination efforts that resulted from the workshop are a TRACE Dissemination Brochure, a description of TRACE Transitional Kindergarten and a replication Guide for Transitional Kindergarten. Along with these newly developed products, the Staff Development Checklist is being disseminated through WESTAR.

Although, we were later than we had hoped in completing the dissemination materials, the brochures have been sent. District #33 staff will continue to respond to requests for information on the project through the 1981-82 school year.

(7) *Coordination with Other Agencies*

Our coordination with other agencies continues to be effective as outlined on previous reports.

Please see "Child Find" which breaks down referrals that resulted from relationships with other area agencies. The Dissemination section outlines the mutual benefits to Project TRACE and other agencies through the project presentations and workshops.

(8) *Continuation and Replication*

In April 1981, the West Chicago Elementary School District #33 Board of Education voted to continue Project TRACE in a modified version.

The Preschool program will be continued in conjunction with SASED (School Association for Special Education in DuPage County) the area cooperative. The teacher student contact time will be increased by a half hour daily (from 2 to 2½ hours daily). The home visit time will diminished but responsibility for these will be shared by the classroom teacher and Speech Therapist to allow for more frequent contact with parents.

The Kindergarten component has been adopted by the District and will continue to operate as it has for the past three years. The model for this component has been studied by the cooperative (which consists of 29 districts). It is likely that the Kindergarten component will be replicated at three other sites in the 1982-83 school year.

The Itinerant Primary program has been deleted. It is anticipated that the district's five elementary L.D. resource programs will become cross-categorical in the near future and therefore, be able to accomodate other mild to moderately handicapped youngsters who are working their way into the mainstream.

(Other) *Parent Advisory Council*

The Parent Advisory Council for the 1980-81 school year consisted of the following:

Susan Fay-Wilcox, Project TRACE Coordinator

Lynne Rutt, Project TRACE Facilitator

Elizabeth Walker, Project TRACE Primary Itinerant Teacher

Patti Wahl/Candy McMillan, Project TRACE Transitional Kindergarten

Barbara Ross, Project TRACE Preschool Teacher

Shirley Justin-Wolff, Preschool Speech Therapist

Kay Bilas, Representative Mainstream Teacher

Fran Bloxom, Representative from Local Nursery School

Linda Hartigan, Preschool Parent

Kathy Nolan, Kindergarten Parent

Virginia Adams, Primary Parent

The Parent Advisory Council met three times this year. Individuals became most active in organizing support to be demonstrated to the Board of Education on behalf of continuation of the Project. Numerous phone calls and letters of support of the program were offered for Project TRACE. The efforts, as earlier mentioned, were successful.

(Other) *Unexpected Outcomes*

The Project TRACE Staff Development Checklist will be included in a publication by WESTAR scheduled for this Fall (1981).

Project TRACE has been nominated to CASE midwest, as an exemplary public school program.

PROJECT TRACE
Kindergarten Program
Ms. Candace McMillan - Teacher
Mrs. Judith Hirst - Aide

TRACE KINDERGARTEN PROGRAM - WEST CHICAGO

Project TRACE Kindergarten is funded by a federal grant. It is part of an early education project (Transitional Resource Addressing Children's Early Education) which provides for a continuum of educational services for children from ages 3 through 8. Project TRACE provides four placement alternatives for young children: developmental preschool, supportive services in private nursery schools, transitional kindergarten, and transitional primary. The aim of the program is to help a child gradually move into the mainstream of a regular classroom.

The class is housed at Pioneer School; 615 Kenwood; West Chicago, IL 60185. Mr. Doug Weeder is the principal and Mrs. Joan Cavin is the secretary.

Your child will be attending school for a full day from approximately 8:30 until 3:00. Half of the day will be spent with the regular kindergarten teacher and students along with the TRACE teacher and aide. During this time your child will be following the kindergarten curriculum set up by the West Chicago school district.

The remaining 50% of the day will be spent with only the ten TRACE kindergarten students, assisted by the TRACE kindergarten teacher and the aide. This segment of the day is set aside for individualized instruction with much of the time being devoted to increasing your child's skills in deficit areas.

The kindergarten staff consists of two classroom teachers, one who is certified in early childhood special education, and one who is a certified kindergarten teacher and a certified aide who carries out instructional duties.

Before entering the program, each child is thoroughly evaluated by a psychologist and also a speech clinician, if warranted. This provides the basis for your child's placement in the program. As a follow-up, formal and informal evaluations are conducted by the teacher and the clinician throughout the year to help measure your child's progress.

The program emphasizes the development of areas considered important to your child's growth: language, gross motor, fine motor, readiness skills, cognitive skills, self-help skills, and social-emotional growth. The classroom is structured to meet each child's individual needs. Your child's continued progress is dependent upon close cooperation between home and school. In this respect, the TRACE kindergarten is considered a parent-child centered program.

PARENTS ARE TEACHERS

As a parent, your participation in the program is expected. Research shows that the most effective preschool program is one in which parents take an active part in the education of their young child. You are the primary teacher of your child and play an important role in his/her development. The kindergarten staff provides an individualized, structured program for your child and presents opportunities for parents to learn more about their child and how to help him/her. Your active role in the program will help make your child's school experience a successful one. We need to work as a team, parent and teacher, to best serve your child's needs.

Kindergarten Quarterly Conferences

Kindergarten quarterly conferences are held in order to inform parents of their child's progress. The initial conference between parents and teachers takes place in September. At this conference we work as a team to develop short-term objectives for each annual goal which has already been identified. This is referred to as an individual educational plan (IEP) conference.

In some instances, particularly when working on a behavior-oriented goal, frequent phone calls, notes, and daily notebooks are exchanged between the school and home. This allows for the optimum in consistency which is vital when attempting to change a child's behavior. Weekly newsletters are sent home informing parent's of activities and academic goals for the week as well as any other necessary information.

Following are ways both mother and father can become part of the program. We realize not all parents can participate in all activities - particularly if you are a working parent. However, there is enough variety here to meet the needs and schedules of most parents and we do hope you can participate in several of the activities.

Classroom Visitations

You are encouraged to visit the classroom every one or two months to observe your child's progress and behavior and to learn teaching techniques and ideas to use at home. You may be asked to participate at times by joining a game or reading a story. You may have some experiences you would like to share with the children such as cooking a favorite treat or doing a fun art project. You might also participate by becoming a regular classroom helper - coming in every week or every other week to fit your schedule.

Group Meetings

Meetings for parents will be held on a regular basis. These meetings will be held in the evening. They will deal with general child development, discipline, language, nutrition, and other topics of interest to parents and teachers.

Parent Resource Center

Books dealing with topics from discipline to toilet training to fun things to do with your child can be checked out by parents. Pamphlets and articles pertinent to parents of young children will also be available for parents to check out. We invite you to add to our collection any articles which you would like to share with other parents. To check out books, contact the Project TRACE Facilitator, Lynne Rutt, at the Administration Center, (231-1670).

Home Work

Parents can help out at home by making games and materials for the classroom and the Parent Resource Center. Materials and instructions are provided.

REGISTRATION

To register your child in kindergarten, you must -

Fill out an enrollment and a permanent health record
Bring a birth certificate
Have your doctor and dentist complete the School Health Appraisal Form (This should be returned to school as soon as possible.)
Pay an $8.00 registration fee

Before your child attends class we will have a placement staffing at which time specific goals will be established for your child.

During Fall Kindergarten Orientation parents are informed of school policies, kindergarten goals and objectives and are given opportunity to share concerns and questions with teachers and other parents.

Before your child's first full day of school she/he will be invited to spend 45 minutes in the kindergarten classroom becoming acquainted with teachers, staff, students and the room. On the first full day of school your child will then be familiar with both teachers and classroom thus making his/her first school encounter a more successful one.

If you are a working parent, it is essential that we have your work number and work schedule in case it is necessary to get in touch with you. Since many parents work during school hours, it is often the only time the kindergarten staff can talk with you about specific problems. Please let us know if it is permissable to call you during working hours.

If your child is at a baby-sitter's before or after school hours, please give us the name, phone number, and address as well as times.

Rememeber to notify us of any changes.

CONTACTING THE KINDERGARTEN STAFF

We urge you to feel free to call us when you have a problem or question. However, we ask that you not call during class times unless it is an emergency.

We would appreciate your notifying us if your child will not be attending school on a particular day. If your child is absent due to illness you can leave a message with the school secretary. The school office number is 231-8060.

BUS TRANSPORTATION

The school district provides transportation for your child with Kammes Bus Company.

The bus company will notify you of your child's home pick-up and drop-off times. It is important that you have your child ready to board the bus at the time the bus is scheduled to pick him/her up. Waiting outside or by the door several minutes before the pick-up time will assure promptness.

If your child will not be riding the bus because of absence or because you have arranged other means of transportation for the day (either before or after school), PLEASE notify the bus company beforehand.

Kammes Bus Company - 668-4380 ext. 7

SUPPLIES

Your child will need

- a paint shirt (An old shirt a size or two larger will do)
- a large box of kleenex
- a change of underwear, pants, and socks (ONLY if your child wets or soils frequently)
- a box of crayons and a pencil

FIELD TRIPS

In order for your child to participate in trips beyond the school boundaries, a signed note is required (this is provided by the teacher). Without this note your child will need to be left at school under the supervision of the aide.

BIRTHDAYS

If you would like your child to celebrate his/her birthday at school, you can send treats such as popcorn, raisins, granola, crackers and cheese. Since some of our students are on no or low sugar diets, we would appreciate it if you would keep this in mind when sending snacks to school.

SHOW AND TELL

There is one day specifically set aside for the children to bring items from home. Encourage your child to limit show-and-tell items to "special" things. Before your child brings the item to school, talk about it with him/her so that it is a meaningful experience at school. You will be notified as to which day has been designate as show and tell day at Kindergarten orientation.

COOKING AND NUTRITION

Since our class is in session for a full day, we will serve a daily snack. In addition to this, Friday will be reserved for preparing a special food treat. This experience will be designed to teach basic cooking skills (e.g. stirring, spreading), to expose the children to new and different food tastes, build up basic nutritional knowledge, and to develop language skills. You will be asked to contribute food items to the program periodically throughout the year.

SCHOOL CALENDAR

A monthly calendar will be sent home with your child. It will list your child's day to bring a snack, as well as inservice days, vacations, birthdays, and other pertinent information.

Every other Wednesday your child will be released at 12:45 due to TRACE Staff meetings.

PROJECT TRACE
Transitional Primary Program
Ms. Eliz Walker

TRACE TRANSITIONAL PRIMARY PROGRAM - WEST CHICAGO

The Project TRACE Transitional Primary Program is funded by a federal grant. It is part of an early education project (Transitional Resource Addressing Children's Early Education) which provides a continuum of educational services for children from ages 3 through 8. Project TRACE provides four placement alternatives: developmental preschool, supportive services in private nursery schools, transitional kindergarten, and transitional primary. The aim of the program is to help a child gradually move into the mainstream of a regular classroom.

Children enrolled in Project TRACE Transitional Primary Program are enrolled in the regular class of their home school. The Transitional Primary Teacher serves the students there on a regular schedule. She may be contacted at the Education Service Center, 312 E. Forest, West Chicago, IL 60185 by calling 231-1670. A message may be left at the child's home school also.

The primary staff consists of an itinerant teacher (Elizabeth Walker) who is certified in special education and regular education. The program emphasizes the development of areas considered important to your child's growth: language, gross motor, fine motor, academic skills, cognitive skills, self-help skills, and social-emotional growth. Each child has an Individual Educational Program (IEP) that is tailored specifically to his/her educational needs. Parents are encouraged to be active participants in the development of IEP goals. Your child's continued progress is dependent upon close cooperation between home and school. In this respect, the transitional primary program is considered a parent-child centered program.

PARENTS ARE TEACHERS

As a parent, your participation in the program is encouraged. Research shows that the most effective program is the one in which parents take an active part in the education of their child. You are the primary teacher of your child and play an important role in his/her development. The transitional primary teacher provides an individualized, structured program for your child and presents opportunities for parents to learn more about their child and how to help him/her. Your active role in the program will help make your child's school experience a successful one. We need to work as a team, to best serve your child's needs.

Following are ways both mother and father can become part of the program. We realize not all parents can participate in all activities - particularly if you are a working parent. However, there is enough variety here to meet the needs and schedules of most parents and we do hope you can participate in several of the activities.

Itinerant Service Visitation

You are encouraged to visit the TRACE Itinerant classroom every one or two months to observe your child's progress and behavior and to learn teaching techniques and ideas to use at home.

Group Meetings

Evening meetings for parents will be held on a regular basis. They will deal with general child development, discipline, language, nutrition, etc.

Parent Resource Center

Books dealing with topics from discipline to toilet training to fun things to do with your child can be checked out by parents. Pamphlets and articles pertinent to parents of young children will also be available to parents to check out. We invite you to add to our collection any articles which you would like to share with other parents.

To check out a book, contact the Project TRACE Facilitator, Lynne Rutt at the Administration Center - 231-1670.

EMERGENCIES

If you are a working parent it is essential that the child's school have your work number and work schedule in case it is necessary to get in touch with you. Since many parents work during school hours, it is often the only time the staff can talk with you about specific problems. Please let us know if it is permissable to call you during working hours.

Remember to notify the school of any changes. Due to the itinerant services of the TRACE Transitional Primary Program, please notify Project TRACE of any changes also.

Project TRACE

The most important part in working on self-help skills is to proceed by small steps. It will be much easier for the child to learn the skills if we can make each task simple so he can succeed. We cannot expect a child to learn self-help skills quickly. It takes time for the child to learn how to do things for himself.

As adults, many of the self-help skills are reflexible, but for a child it is a real struggle. To help us realize the complexity of even dressing we should make a list of everything we do when we are putting on a coat.

Following is a quick breakdown of putting on a coat.

1. Take the coat off the hanger.
2. Make sure the sleeves are turned right side out. If not, you must remedy the situation.
   a. put hand into the arm
   b. grasp cuff of sleeve
   c. pull cuff through sleeve
   d. let go of cuff
   e. follow same steps for other sleeve

Now we can put the coat on.

3. Grasp coat by the collar. (remember to have the inside of the coat facing away from you.
4. Put one hand into the sleeve next to the hand (if you don't do this correct, you may put the coat on backwards).
5. Pull sleeve onto the arm, from the collar of the coat.
6. Pull hand over your head, around the back of your head.
7. Collar is resting on your back and one sleeve is in. (Don't forget to push your hand through so you can see it.)
8. Find other arm hole
9. Put arm in the hole, push the arm through the sleeve.
10. Pull coat comfortably around you.
11. Now we have to button, zip or snap. - Maybe even tie or fix a belt.

As you can see, there are many steps involved. No wonder the children want our help. So please be patient they are just learning.

Some of the self-help skills that we work on in the pre-school are putting on coats, shoes, hats, buttoning, zipping, snapping and tieing.

Some helpful hints for working on these skills.

Putting on a coat - have the child place the coat, on the floor, with the collar facing him. Then the child should put both arms in the sleeves, push them in, and flip the coat over his head. (If the coat is real long, this may be difficult.) This works real well with jackets, sweaters and short coats.

To help the child who has trouble with buttons, you start the button by placing it half in the hole and then the child finishes. The same is true for undoing the buttons.

Zipping is another difficult task, especially with some of the tight zippers. To begin, help the child just pull up the zipper.

The next step is to see if the child can do the zipping by himself, then we must work on putting the zipper in the zipper track. You have the child watch as you put it in the track and begin to zip the zipper up. Then you hold the bottom and have the child finish. Next, take the child's hands and help him lock the two parts together. (You will still have to help hold the coat down as he zips.) Keep this up unitl the child can do it on his own.

Putting on boots in the winter:

If you can, have the child start practicing by putting his feet in a larger pair of boots with out shoes on. (Socks slip in much better than shoes.) If you don't have big boots, even putting on his own boots with just socks on will be easier.

When the child begins to put the boots on with shoes, again try to let him practice using a larger pair of boots. This will be fun and the child will keep practicing. You may try it with boots a little smaller and gradually get to his own boots.

Now the child is ready to put on his own boots, over his shoes. If this is hard, plastic bags around his shoes will help them slide into the boots more easily. (Bags from bread and buns or even the produce department of the grocery store work fine.)

These are just a few of the self-help skills we will be working on in the preschool.